

Goal 1: To develop students' core competencies for academic, personal, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1-5):

PLO 1. [Oral Communication] Create and deliver well-organized, well-supported, and compelling messages both in presentation and in conversation for specific audiences and diverse settings.

- A1 GELO 1 Discover and critically evaluate significant topics, then compose and deliver oral presentations on these topics;
- A1 GELO 2 engage in critical and analytical listening;
- A1 GELO 3 analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
- A1 GELO 4 demonstrate an understanding of diverse perspectives relevant to given topics, contexts, and audiences;
- A1 GELO 5 demonstrate the ethical responsibilities of a public speaker, including basic understanding of the economic, legal, and social issues surrounding access to and use of information.
- B4 GELO 1 Use mathematical methods to solve quantitative problems, including those presented in verbal form;
- S GELO 4 engage in civil discourse about social issues in the U.S., recognizing and respecting diverse viewpoints while articulating their own perspective on such issues.

PLO 2. [Written Communication] Develop and practice a writing process that accounts for the goals, dynamics, and genres of written communication, with special attention to the conventions of writing at the university.

- A2 GELO 1 Demonstrate knowledge and understanding of the form, content, context, and effectiveness of written
- A2 GELO 2 perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
- A2 GELO 3 articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, and context;
- A2 GELO 4 integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;

- A2 GELO 5 demonstrate college-level language use, clarity, and grammatical proficiency.
- A3 GELO 2 use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
- B1-B3 GELO 2 apply scientific principles and communicate in writing about the process and results of scientific discovery;
- B4 GELO 2 interpret and communicate quantitative information and concepts using language appropriate to the context and intended audience;
- C1 GELO 2 explore and articulate their own subjective aesthetic and intellectual responses to such works;
- C1 GELO 4 research and apply relevant aesthetic criteria and/or artistic conventions in written responses to works of art.
- C2 GELO 2 explore and articulate their own subjective aesthetic and intellectual responses to such works;
- C2 GELO 4 research and write effective analyses of works of the human intellect and imagination.
- E GELO 3 think critically and communicate effectively about ethics and integrity in academic and non-academic settings;
- R GELO 2 communicate a scientific finding, assertion, or theory to a general audience while maintaining the integrity and rigor of the underlying science;
- V GELO 3 communicate ideas about cultural practices, texts, and/or works of art in research papers;

PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant evidence and information while stating assumptions; and draw well-supported conclusions.

- A1 GELO 3 analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
- A2 GELO 4 integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;

- A3 GELO 1 Locate and evaluate sources through library research, and integrate research into oral and written arguments through appropriate citation and quotation;
- A3 GELO 2 use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
- A3 GELO 3 locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of their ideas;
- A3 GELO 4 identify and critically evaluate the assumptions in and the contexts of arguments;
- A3 GELO 5 distinguish and convey inductive and deductive patterns of thought, sequencing arguments and evidence to draw valid conclusions.
- B1-B3 GELO 1 Demonstrate knowledge of scientific theories, concepts, and data used in the natural and physical sciences;
- B1-B3 GELO 2 apply scientific principles and communicate in writing about the process and results of scientific discovery;
- B1-B3 GELO 3 access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;
- B1-B3 GELO 4 use methods derived from current scientific inquiry to form reasoned opinions about science-related matters of personal, public, and ethical concern.
- B4 GELO 3 reason, model, draw conclusions, and make decisions based on numerical and graphical data;
- C1 GELO 1 Identify aesthetic qualities and processes that characterize works of the human imagination;
- C1 GELO 3 analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;
- C1 GELO 4 research and apply relevant aesthetic criteria and/or artistic conventions in written responses to works of art.
- C2 GELO 1 Analyze and understand works of philosophical and humanistic importance, including their temporal and cultural contexts;

General Education Goals and Program Learning Outcomes (PLOs) Mapped
to General Education Learning Outcomes (GELOs)

- C2 GELO 3 analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines;
- C2 GELO 4 research and write effective analyses of works of the human intellect and imagination.
- E GELO 1 Understand and analyze the interrelationships among physiological, social/cultural, and psychological dimensions of human well-being;
- E GELO 3 think critically and communicate effectively about ethics and integrity in academic and non-academic settings;
- R GELO 2 communicate a scientific finding, assertion, or theory to a general audience while maintaining the integrity and rigor of the underlying science;
- S GELO 2 use social science methodologies to analyze historical, economic, political, or social processes that undermine or promote diversity, equity, and inclusion in the U.S.;
- S GELO 3 explain their own values, including the relevant context for those values, and examine how their values can connect with issues of justice and injustice;
- V GELO 1 Analyze works of the human imagination and/or humanistic traditions in at least two cultural or artistic traditions outside the United States;

PLO 4. [Quantitative Reasoning] Analyze, interpret and represent quantitative information in various forms to examine a question; explain the processes behind data collection and generation; and communicate evidence in support of an argument or purpose while stating assumptions, limitations, and biases, and drawing appropriate conclusions.

- B4 GELO 1 Use mathematical methods to solve quantitative problems, including those presented in verbal form;
- B4 GELO 2 interpret and communicate quantitative information and concepts using language appropriate to the context and intended audience;
- B4 GELO 3 reason, model, draw conclusions, and make decisions based on numerical and graphical data;
- B4 GELO 4 use mathematical or quantitative reasoning concepts to solve real life problems.
- R GELO 3 demonstrate an ability to reason quantitatively and to apply mathematical or quantitative reasoning concepts to address scientific issues;

PLO 5. [Information Literacy] Identify information needs, locate and access relevant and credible information while accounting for bias, and use information legally and ethically.

- A1 GELO 5 demonstrate the ethical responsibilities of a public speaker, including basic understanding of the economic, legal, and social issues surrounding access to and use of information.
- A3 GELO 1 Locate and evaluate sources through library research, and integrate research into oral and written arguments through appropriate citation and quotation;
- A3 GELO 3 locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of their ideas;
- B1-B3 GELO 3 access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;
- C1 GELO 4 research and apply relevant aesthetic criteria and/or artistic conventions in written responses to works of art.
- C2 GELO 4 research and write effective analyses of works of the human intellect and imagination.
- R GELO 1 Apply scientific principles and the scientific method to answer questions about living and non-living systems;
- V GELO 2 evaluate scholarly sources and arguments focused on works of the human imagination and/or humanistic traditions in a comparative context;
- V GELO 3 communicate ideas about cultural practices, texts, and/or works of art in research papers;

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have opportunities to serve and contribute to the well-being of local and global communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7):

PLO 6. [Diversity, inclusion, and justice] Examine diverse cultures, communities, and environments; explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live and work responsibly and cooperatively in multicultural societies.

- A1 GELO 4 demonstrate an understanding of diverse perspectives relevant to given topics, contexts, and audiences;
- C1 GELO 3 analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;
- D GELO 1 Demonstrate an understanding of the ways social institutions, culture, and environment inform the behavior of individuals, both past and present;
- D GELO 2 place contemporary social developments in cultural, historical, environmental, and geographical contexts;
- D GELO 3 compare and contrast the dynamics of two or more ethnic groups, cultures, regions, nations, or social systems, noting the similarities, differences, linkages, and interactions between them;
- D GELO 4 draw on social/behavioral science information from various perspectives to formulate applications appropriate to contemporary social issues.
- E GELO 2 know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals;
- S GELO 1 Examine the historical development of social systems and behavior in the United States;
- S GELO 2 use social science methodologies to analyze historical, economic, political, or social processes that undermine or promote diversity, equity, and inclusion in the U.S.;
- S GELO 3 explain their own values, including the relevant context for those values, and examine how their values can connect with issues of justice and injustice;

PLO 7. [Civic and global engagement] Engage with global perspectives and knowledge; develop civic skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and environmental interests.

- B1-B3 GELO 4 use methods derived from current scientific inquiry to form reasoned opinions about science-related matters of personal, public, and ethical concern.
- D GELO 1 Demonstrate an understanding of the ways social institutions, culture, and environment inform the behavior of individuals, both past and present;
- D GELO 2 place contemporary social developments in cultural, historical, environmental, and geographical contexts;
- D GELO 3 compare and contrast the dynamics of two or more ethnic groups, cultures, regions, nations, or social systems, noting the similarities, differences, linkages, and interactions between them;
- D GELO 4 draw on social/behavioral science information from various perspectives to formulate applications appropriate to contemporary social issues.
- R GELO 4 think critically about the ethical dimensions, limits, and civic relevance of scientific inquiry.
- S GELO 4 engage in civil discourse about social issues in the U.S., recognizing and respecting diverse viewpoints while articulating their own perspective on such issues.
- V GELO 1 Analyze works of the human imagination and/or humanistic traditions in at least two cultural or artistic traditions outside the United States;
- V GELO 2 evaluate scholarly sources and arguments focused on works of the human imagination and/or humanistic traditions in a comparative context;
- V GELO 3 communicate ideas about cultural practices, texts, and/or works of art in research papers;
- V GELO 4 explain how their understanding of culture is expanded by the study of humanistic and imaginative traditions outside the United States.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses. Goal 3 has two learning outcomes (PLOs 8 and 9):

PLO 8. [Integration and Application]: Integrate and apply knowledge and methods from more than one discipline or area of study to explore a complex question, address an issue, or produce a creative work.

- B4 GELO 4 use mathematical or quantitative reasoning concepts to solve real life problems.
- C2 GELO 3 analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines;
- R GELO 1 Apply scientific principles and the scientific method to answer questions about living and non-living systems;
- S GELO 1 Examine the historical development of social systems and behavior in the United States;
- S GELO 4 engage in civil discourse about social issues in the U.S., recognizing and respecting diverse viewpoints while articulating their own perspective on such issues.

PLO 9. [Reflection and Self-Assessment]: Evaluate and reflect on one's own learning while building on prior knowledge and life experience.

- C1 GELO 2 explore and articulate their own subjective aesthetic and intellectual responses to such works;
- C2 GELO 2 explore and articulate their own subjective aesthetic and intellectual responses to such works;
reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan.
- E GELO 4 across the lifespan.
- S GELO 3 explain their own values, including the relevant context for those values, and examine how their values can connect with issues of justice and injustice;
- V GELO 4 explain how their understanding of culture is expanded by the study of humanistic and imaginative traditions outside the United States.